

DOCUMENT RESUME

ED 481 708

HE 036 267

TITLE Student, Faculty, and Staff Racial/Ethnic Diversity: A Retrospective of Five- and Ten-Year Progress. OUS Diversity Report, 2003.

INSTITUTION Oregon Univ. System, Eugene. Office of Academic Affairs.

SPONS AGENCY Oregon State Board of Higher Education, Salem.

PUB DATE 2003-04-00

NOTE 49p.

AVAILABLE FROM Oregon University System Office of Academic Affairs, P.O. Box 3175, Eugene, OR 97403. Tel: 541-346-5727. For full text: http://www.ous.edu/aca/diversity/FinalDiversityReportfor_web.pdf.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS Alaska Natives; American Indians; Asian American Students; Black Students; Black Teachers; College Faculty; College Freshmen; *Diversity (Faculty); *Enrollment Trends; Higher Education; Hispanic American Students; Racial Differences; *Student Diversity

IDENTIFIERS *Oregon University System

ABSTRACT

This report describes initiatives taken within Oregon University System (OUS) institutions to enhance representation, inclusion, and engagement of diverse populations. It offers both absolute (numerical) representation and percentage representation and change, which provide a perspective on proportions and growth for U.S. citizens within total OUS populations. Comprehensive data for 1992-02 are included whenever possible; however, in some instances, there are only consistent data only for 1997-02. Data are provided on Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. Overall, the total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students increased from 10.7 percent in 1992 to 12.9 percent in 2002. The total enrollment of students reporting more than one race increased from 0.3 percent to 0.9 percent during that same tie. Over the 10 years, 113,814 degrees were earned by OUS students, and 10.2 percent of those degrees were earned by minorities. The representation of minority faculty and staff increased from 8 percent to 8.3 percent from 1997-98 to 2002-03. The representation of minority full-time, ranked, instructional faculty more than doubled over the 10 years. (Contains numerous tables of data.) (SM)



OUS Diversity Report 2003

Student, Faculty, and Staff Racial/Ethnic Diversity: A Retrospective of Five- and Ten-Year Progress

Office of Academic Affairs
P.O. Box 3175
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Prepared for the
Oregon State Board of Higher Education
April 17-18, 2003

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Executive Summary

During the past several years, the Oregon University System (OUS) – in keeping with our mission to serve the public – has moved toward an enhanced understanding and incorporation of diversity into multiple aspects of the universities. These activities are aligned with the modern concept of educational diversity, which includes striving toward enhanced *representation, inclusion, and engagement* of diverse people and considerations throughout institutional endeavors. Diverse educational environments promote opportunities for robust exchanges of ideas, communication of varied perspectives, and the production of well-versed and culturally sensitive graduates. Within OUS, considerations of diversity are found within the traditional aspects of university contributions, including teaching, learning, research, and community service. The 2003 OUS Diversity Report provides a retrospective of progress made within the period from 1992 through 2002 in relation to various aspects of diversity enhancement.

Incorporation of Diversity Considerations into University Environments

The report includes brief descriptions of the initiatives taken within OUS institutions to enhance *representation, inclusion, and engagement*.

Representation

Each OUS institution has enhanced the representation of diverse populations within the campus environment. *Within the OUS vision of diversity, initiatives relating to representation seek to provide opportunity, enhance campus environments, and fulfill the mission of public higher education institutions as dynamic establishments that support surrounding communities and guide the production and attainment of knowledge that moves society forward.* Campus initiatives seek to include diverse populations within outreach efforts to students in the K-12 pipeline in order to enhance awareness of, and preparation for, higher education. Admission offices actively seek to provide information and recruit students of diverse backgrounds. OUS institutions engage in efforts to educate university search committees regarding outreach to diverse faculty/staff employment candidates.

Inclusion and Engagement

With representation (i.e., quantity) being but one factor in comprehensive efforts to provide enhanced campus diversity, each OUS institution provides opportunities to facilitate the incorporation of considerations of diversity into the fabric of the campus community. *Within the OUS vision of diversity, activities that promote inclusion and engagement (i.e., quality of experience) seek to create environments that are progressive and responsive, provide benefits for all OUS populations, and that celebrate the achievements and contributions of all participants.* Examples of these initiatives include campus-wide diversity councils; the enhanced participation of faculty, staff, and students of color throughout the institutions; attention to the incorporation of diversity considerations into the curriculum; events that encourage awareness and celebration of the contributions of diverse individuals and communities; and the production of institutionally- and student-sponsored events that enhance the learning environment.

Progress Toward the Enhanced Representation of Diverse Student, Faculty, and Staff Populations

OUS continues to make strides in the representation of diverse student, faculty, and staff populations. Given the relatively small total OUS populations of people of color, this report includes both absolute (numerical) representation (through which gains in representation can be seen clearly) and percentage representation and change, which provide a perspective on proportions and growth for U.S. citizens within total OUS populations. Comprehensive data within the ten-year period are included whenever possible; however, there are a few instances for which consistent data are available for only the five-year period (1997 to 2002).

Transition Period

New for 2003, the report includes an overview of changing considerations of race/ethnicity within the U.S.; the impact of these changes on population reporting and educational statistics; and the incorporation of student enrollment data (currently the first category within OUS for which these data are available) that include those students who report more than one race. As additional modifications to race/ethnicity data collection and reporting are made within OUS and educational institutions nationally, more comprehensive compilations for all categories of student, faculty, and staff data will be available in the future.

Selected Data Highlights

Student Enrollment

- The total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students increased from 6,813 (10.7%) in fall 1992 to 10,068 (12.9%) in fall 2002.
- The total enrollment of students reporting more than one race increased from 212 (0.3%) in fall 1997 to 678 (0.9%) in fall 2002 (these data are unavailable for fall 1992).

Degrees Awarded

From 1991-92 through 2001-02, a total of 113,814 degrees were earned by OUS students at all levels. During this period, 11,653 degrees were earned by African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students, representing 10.2% of all degrees.

Faculty/Staff Representation

The representation of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino faculty/staff increased from 850 (8%) in 1997-98 to 1,032 (8.3%) in 2002-03. (Comparable System data are unavailable for 1992-93.)

Full-Time, Ranked, Instructional Faculty

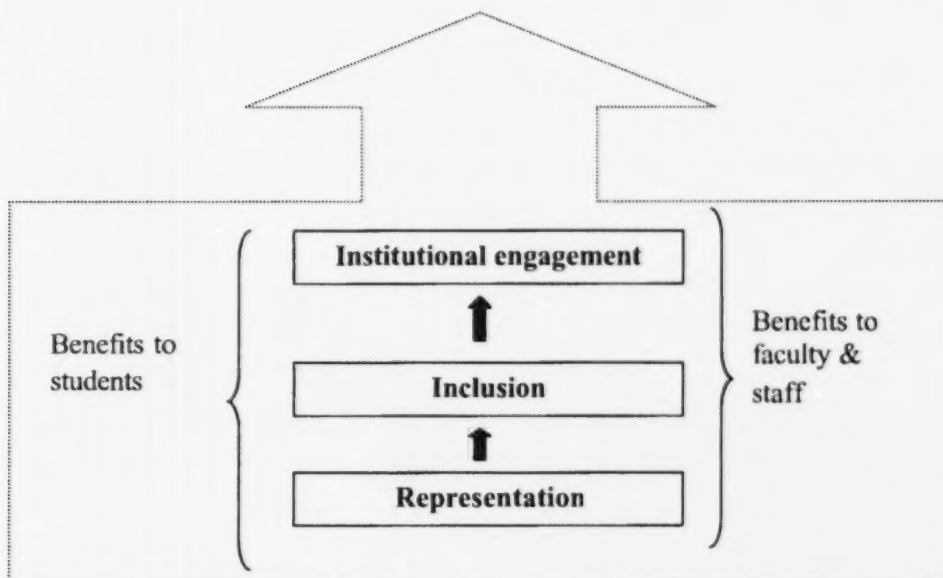
The representation of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino full-time, ranked, instructional faculty more than doubled in the ten-year period from 1992 to 2002. Representation of this group increased from 126 (5.2%) in 1992-93 to 264 (10.4%) in 2002-03.

Introduction

Since 2000, the Oregon University System (OUS) annual diversity report has sought to provide both a) a “vision” for diversity with continuing themes regarding the enhancement of *representation, inclusion, and engagement*, and b) an overview of the progress made in racial/ethnic diversity within the populations of OUS students, faculty and staff. Diverse educational environments are beneficial to all involved and provide a rich arena for a robust exchange of ideas through effective attention to the traditional public university missions of teaching, learning, research, and community service. The previously established paradigm (see OUS Diversity Reports for 2000, 2001, and 2002) for understanding this framework is provided in Figure 1 below.

Figure 1. The Benefits of Diversity

Societal, Workforce, and Personal Benefits



The issues associated with diversity are multifaceted. Within OUS, the vision for diversity is a comprehensive and ongoing consideration that extends beyond mere numeric representation. Issues relating to *representation* include those that seek to provide opportunity, enhance campus environments, and fulfill the mission of public higher education institutions as dynamic establishments that support surrounding communities and guide the production and attainment of knowledge that moves society forward. Issues relating to the promotion of *inclusion and engagement* include activities that seek to create environments that are progressive and responsive, provide benefits for

all OUS populations, and that celebrate the achievements and contributions of all participants.

Consistent with the missions of public universities serving the state, OUS institutions seek to provide educational opportunities, to enhance the experiences of people of color and all participants in higher education, and to encourage campus environments in which all are valued. During the past ten years, OUS has experienced several bright points of achievement in this regard.

- The total enrollment of diverse student populations continues to increase.
- The enrollment of a diverse class of first-time freshmen continues to increase.
- The graduation rates of students of color, and all students, continue to increase.
- OUS institutions continue to attract growing diversity within faculty and staff ranks within an increasingly competitive national environment.
- OUS institutions continue to incorporate diversity considerations into broader campus initiatives in order to encourage enhanced quality, access, and achievement.
- The creation and nurturing of opportunities for *inclusion* and *engagement* within OUS institutions continue to be priorities.

The ongoing challenge for OUS is to sustain the momentum and to continue the course of ensuring the inclusion of diversity considerations throughout institutional, system, and statewide planning efforts.

University Efforts Toward Enhanced Representation, Inclusion, and Engagement

OUS institutions actively seek to provide campus-level opportunities that facilitate ongoing progress toward enhanced *representation, inclusion, and engagement*. The importance of these concepts is interwoven into activities and initiatives that a) establish a welcoming, supportive, and inclusive environment; and b) allow for proactive planning toward the future of continuing advancements in campus diversity. The following examples of campus efforts and initiatives have been provided by representatives of each OUS institution.

Eastern Oregon University

Eastern Oregon University (EOU) is a diversified institution guided by a mission to be an exemplary student-centered university. Eastern has a special commitment to the educational, social, cultural, and economic needs of eastern Oregon.

Campus-wide Initiative

EOU has a newly formed and Campus Assembly-approved Diversity Committee composed of elected members drawn from throughout the campus community. The committee's mission and goals are closely aligned with the university's mission and strategic plan with regards to *representation, inclusion, and engagement* of people of diverse backgrounds. It has recently addressed issues for an inclusive curriculum and diversity in the Cornerstones Program.

Student Outreach and Support

The Vice President for Student Affairs and staff are proactive in seeking solutions to enhance programs for diverse students. The Office of Student Affairs has organized and hosted two retreats to assist staff in building awareness and understanding of the various areas of diversity. The Office of Admission/New Student Programs has increased efforts to recruit students of color. An increase in the number of multicultural applicants demonstrates the progress being made. The Admissions and Native American Program offices have provided opportunities for admission counselors to attend conferences targeting students of color. The Admissions/New Student Office has one staff member who is responsible for outreach to students of color and for the planning and implementation of the "Making College Happen" program.

EOU supports several important outreach programs that address the K-12 pipeline. One such program is the Native American Adolescent Mentorship Program (NAAMP), an outreach program designed to build friendships, increase self-esteem, decrease absenteeism and truancy, and promote post secondary education. This collaborative program between EOU, the Pendleton School District, and the Confederated Tribes Umatilla Indian Reservation (CTUIR) is jointly funded through the Oregon Juvenile Crime Prevention Fund, CTUIR, Pendleton School District, and the Umatilla County Commission on Children & Families. In collaboration, the Native American Program and the School of Education & Business provide student services to American Indian and Alaskan Native students working to complete training in the field of

education. NATEP (Native American Teacher Education Program) encourages students at the undergraduate and graduate level to complete teacher licensure and return to their communities or communities with high native/minority enrollments.

The Northeast Oregon Area Health Education Center (NEOAHEC) offers the following programs to middle and high school aged students. Students from diverse backgrounds are encouraged to participate in these programs.

- MEDQUEST: Brings together nearly thirty high school age youth to attend a five-day residential camp at Eastern Oregon University called MedQuest for a "hands-on" exploration designed to introduce students to career opportunities in health care.
- MEDSTARS: An advanced camp for students who have attended an introductory health career camp or have been in an intensive health occupations class at their school and have a definite goal to pursue a degree in the health field.
- EOU SCIENCE CAMP: A week long camp for youth between the ages of 9 and 14. Campers have five days of hands-on activities in Chemistry, Physics, Geology and Biology plus recreational activities.

The Native American Program develops and delivers support services to ethnically diverse students. Efforts provide inclusion for the growing number of Native American, Hispanic/Latino, Micronesian, African American, and other students attending EOU. Campus cultural clubs and organizations host a variety of programs designed to build campus and community awareness regarding the cultural diversity present on the EOU campus. These groups are encouraged to work together and support each other, thereby increasing the opportunities to build bridges of friendship and cultural understanding.

The EOU Student Health Center staff has developed programs to address gender and culture specific health issues. These programs include outreach and information to campus cultural clubs, organizations, and diversity interest groups on campus.

Faculty/Staff Initiatives

The Provost/Vice President for Academic Affairs supports ongoing initiatives to enhance diversity at EOU. Attention has been focused on improving the faculty candidate search process and identifying best practices. Each fall the Provost presents the faculty orientation program, designed for new and returning faculty, on policies and procedures covering various topics including Affirmative Action and Disability Services Programs. School Deans are encouraged to take action-orientated steps to ensure that topics of diversity are an integral part of teaching and learning. EOU faculty working on refining the general education curriculum have taken recommendations on how to best address diversity within the general education framework. The EOU Cornerstones Program has expanded its definition for the international experience to include areas of diversity within the United States.

The recruitment and retention of diverse faculty is essential to sustaining programs designed to enhance diversity *representation, inclusion, and engagement*. EOU continues its work in refining the faculty search process. The Affirmative Action Officer (AAO) monitors all faculty (unclassified) searches and meets with search chairs and committees to review the legal parameters and institutional goals for increasing a diverse faculty.

The President provides ongoing support for two faculty committees that work to address areas of concern for women and minority students. The President's Commission on the Status of Women (PCSW) continues their work to enhance the campus climate. This group develops workshops and sponsors speakers to promote their efforts. Each year the Commission organizes a weeklong program to bring awareness of women's issues into the celebration of International Women's Week. The Commission has also been instrumental in the development and support of the new campus Women's Resource and Research Center.

Oregon Institute of Technology

The Oregon Institute of Technology (OIT) community shares a common belief that diversity among students, faculty, and staff is important toward fulfilling the institution's primary mission – providing a quality education. Diversity, as an integral part of the educational experience, challenges stereotypic perceptions, encourages critical thinking, and assists students in effectively communicating with people of varied backgrounds. OIT has implemented directed initiatives and activities that enrich the educational experience and strengthen the academic community.

Campus-wide Initiatives

In support of its commitment to diversity, OIT has identified several recruitment and enrollment goals that are directly related to student diversity in its five-year strategic plan. These include:

- Increasing the recruitment and retention of women in engineering and technology majors
- Increasing the recruitment and retention of ethnic minorities in all academic majors
- Increasing the retention of international students in all academic majors

The following initiatives and ongoing programs and services are designed to facilitate the accomplishment of these goals.

Student Outreach and Support

- OIT Student Success Plan: The OIT Student Success Plan is the fruit of a cross-functional work group that included the Provost, academic deans, students, department heads, and other key faculty and staff. Several action items in the Student Success Plan are tied directly to the recruitment and retention of a diverse student body, including the reinstatement of a multi-cultural coordinator position and enhanced first-year and general academic support.
- National Science Foundation Scholarship Program: In 2002, OIT was the recipient of a multi-year National Science Foundation grant that provides scholarship aid of approximately \$3,000 per year to women who choose engineering and science majors at the college.
- Women in Science and Engineering (WISE) Learning Community: Learning communities at OIT were designed and implemented as one facet of a multi-year federal Title III grant for strengthening academic institutions, and will be continued by the institution after the grant ends. The newest such learning community – co-enrollment of a cohort of new students in several first-year courses along with social activities and other community-building components – will target women in engineering, technology and science majors.
- Technology Opportunities Program (TOP): OIT was the recipient in 2001 of a multi-year federal Student Support Services grant. The grant created the Tech Opportunities Program

(TOP) to provide academic and financial support for students in one of three categories – low-income students, first generation students, or students with a disability.

- Campus Organizations: Several organizations, including the African-American Student Union, the International Club, the Latin American Club, the Native American Student Union, the Society of Women Engineers, Teen Women in Science and Technology, and the International Club sponsor supportive events and promote cultural awareness throughout the community.

Faculty/Staff Initiative

OIT has developed a Faculty Fellowship Program that provides teaching opportunities for displaced women and minority math, science, and engineering technology workers. This initiative involves a nine-month teaching fellowship that includes team teaching, mentoring, workshops, and seminars on effective college teaching. The Program is completing its first year in the spring of 2003.

Oregon State University

Oregon State University (OSU) continues a range of diversity initiatives that enhance the ability to sustain an inclusive and supportive campus environment and to improve the capacity to be proactive and responsive.

Campus-wide Initiatives

Since fall 2001, the entire campus community has been participating in developing proposals that led to the OSU 2007 vision “to be a student-centered and engaged learning community that enhances and sustains local and global communities, environments and economies.” Over 40 subgroups and satellite teams of faculty, staff and students addressed topics related to academic programs, faculty and staff development, student services, institutional management, and research, innovation and creativity. Focus groups provided opportunities to respond to team reports and recommendations. Discussions and recommendations specific to diversity were contained in reports that dealt with academic programs, curriculum, faculty and staff development, student services, and institutional administration and management. Proposals and recommendations will be reviewed and selected for implementation by the President and the Provost. These extensive activities have provided many opportunities for *inclusion and engagement* for a broad representation of OSU faculty, staff and students.

Additional campus-wide activities include the following:

- The Difference, Power and Discrimination Program, which oversees the development of a curriculum that meets Baccalaureate Core requirements, welcomed its first permanent director who has strengthened the Advisory Board to include academic and professional faculty from throughout the university as well as representatives from a local high school and community college.
- OSU Perspective is a publication from the Student Affairs Office of Research and Evaluation. The newsletter was developed to provide information about students and programs and to stimulate conversation that helps to keep students and student learning at the core of campus considerations. Diversity topics that impact students are included.

- The Campus Climate Assessment, sponsored by the Faculty Senate, will involve faculty, staff and students in the refinement of a campus survey instrument.

Student Outreach and Support

- The College of Engineering has been awarded a three-year grant of \$1.1 million dollars by the William and Flora Hewlett Foundation to improve the recruitment and retention of women and students of color into engineering careers. The project begins July 2003.
- The College of Forestry, in collaboration with Weyerhaeuser Corporation and Chemeketa Community College, is initiating a program to introduce and encourage more minorities in general and Latinos in particular to forestry related careers.
- The Inner City Youth Institute, in the College of Forestry, works with the U.S. Forest Service, the Pacific Northwest Forest Research Station; and the Bureau of Land Management to increase the diversity of employees and to encourage historically underrepresented students to pursue higher education and careers in natural resources and environmental fields.
- In 1998, the university began developing community-based outreach activities, taking programs to underserved ethnic/racial communities. These events continue on an annual basis, utilizing culturally appropriate strategies (including bilingual presentations) to provide information on the importance of post secondary educational plans, guide students and their parents to understand financial aid and teach application procedures, provide opportunities to interact with student services and academic faculty and staff, and provide opportunities for high school students, their families and community leaders, to interact with current students.
- SMILE (Science and Math Investigative Learning Experiences) is conducted as a partnership effort between the university and ten mostly rural Oregon school districts. The purpose of the program is to increase the number of educationally disadvantaged students and those from groups with low high school graduation rates to graduate from high school qualified to enroll in college and pursue careers in science, math, health, engineering and teaching. Participating schools are located in areas with significant numbers of American Indian and Latino students. The program functions as a "pipeline," taking students from grades 4 to 12 and post-secondary education. It currently serves more than 700 students in 38 elementary, middle and high schools, along with 70 teachers who receive special training to support the students in the program.
- Summer Experience in Science and Engineering for Youth (SESEY) targets high school girls and minorities who are traditionally underrepresented in science and engineering, although others may apply. Students must have completed one to three years of high school and have an interest in math and science. In addition, high school science teachers may apply to participate in a concurrent program for the development of classroom science and engineering modules.

Faculty/Staff Initiatives

- The OSU Faculty Diversity Initiatives actively recruit and support minority graduate students with "Minority Group Graduate Student Pipeline Support Fellowships" and the "Minority Faculty Doctoral Advancement Fellowship" as one approach to faculty diversity.
- The Diversity Hiring Initiative requires applicants for all leadership positions to demonstrate commitment to diversity. Hiring administrators throughout the university with the capacity and the will to further diversity initiatives enhances the ability to meet inclusive goals.

- The Office of Affirmative Action and Equal Opportunity continues to provide information and work with search committee to attract a diverse pool of employment applicants through improved marketing and communication methods. The office has also developed a guide to assist search committees in the implementation of the Diversity Hiring Initiative.

Portland State University

The President and the Provost further diversity through the Portland State University (PSU) Presidential Initiative established in 1999. The goals of this initiative include 1) the creation of an institutional environment, curricula and scholarship that enhance learning about diversity and respect for diversity and equality; 2) increases in the representation of both in-state and out-of-state students of color within the campus community; 3) increases in the participation of underrepresented groups in the faculty, staff, and administration; and 4) increases in the number of sustained and mutually beneficial connections with diverse communities. Activities and outcomes that support the President's Initiative are reported on the President's Corner at <<http://www.president.pdx.edu/initiativehome.phtml>>.

Outcomes

Results of the President's Diversity Initiative are exhibited in the following areas:

- The percentage of faculty of color has increased from 6% to 13% within the last four years;
- During 2002-03, eight departments qualified for the Diversity Incentive Plan funds;
- During 2002-03, over 250 faculty and staff will have participated in the Focus on Diversity Series;
- During 2002-03, it is anticipated that 20 faculty will have re-designed their course delivery to include content addressing diversity issues.

Campus-wide Initiatives

The following campus-wide activities are associated with the President's Diversity Initiative:

- The Diversity Action Council (DAC) – comprising 33 presidentially appointed faculty, staff and students – designed the Diversity Action Plan that highlights actions, key personnel, timelines, and rationales that support each of the Diversity Initiative Goals <<http://www.president.pdx.edu/Initiatives/diversity/DACplan.pht>>. In efforts to include all levels of the institution in related activities, the DAC reports regularly to the Council on Academic Deans and the Faculty Senate.
- The DAC sponsors and collaborates with campus offices to deliver activities throughout the year that: investigate the perceptions of faculty, staff and students on the campus, raise awareness, and facilitate opportunities for discussion of the various effects of diversity. Examples of these activities include the following and others listed within the student and faculty/staff sections below.
 - The Diversity Liaison Network: Faculty representatives of each unit (academic and nonacademic) hear about upcoming diversity activities and share their departmental diversity activities.
 - The Diversity Newsletter: A quarterly newsletter highlighting diversity events and diversity discussions <<http://www.president.pdx.edu/Initiatives/diversity/Newsletter/Diversity%20Newsletter%20Spring%20Vol%201%20Issue%201.pdf>>.

- The Focus on Diversity Series: A monthly series addressing current and ongoing issues regarding diversity <<http://www.president.pdx.edu/Initiatives/diversity/FODseries0203.html>>.

Student Support and Outreach

- During 2002-03, PSU applied for federal funds in support of programs that enhance the progress of undergraduate students of color to graduate education, and in support of programs that enhance the progress of Latino high school students to community college and then to PSU with mentors from the Latino business community.
- Students receive diversity mini-grants for campus-wide diversity activities. Summaries of student mini-grants are available at <<http://www.president.pdx.edu/Initiatives/diversity/stuminigrant.phtml>>.
- Special Connections is an annual event for graduate students of color at PSU to talk with undergraduate students of color about pursuing graduate work at PSU.

Faculty/Staff Initiatives

- Academic departments receive incentive funds for departmental tenure track hires that document both diversification of the candidate pools and hiring of diverse faculty.
- Research addressing issues of diversity is encouraged among the faculty and funded by the Presidential Initiative through mini-grants. Six mini-grants were funded in 2002-03. Mini-grant descriptions are available at <<http://www.president.pdx.edu/Initiatives/diversity/grants0103.html>>.
- The DAC sponsors
 - Connections: Monthly informal meetings for faculty and staff of color at PSU <<http://www.president.pdx.edu/Initiatives/diversity/connections03.html>>.
 - Diversity Hiring Resource Team: A resource team available to all departments to provide suggestions for writing position descriptions that reflect an openness to diverse candidates; suggestions for interviewing candidates that reflect an openness to diverse candidates; and suggestions for ways to retain diverse candidates <<http://www.president.pdx.edu/Initiatives/diversity/HRTletter.phtml>>.
 - Faculty in Residence for Diversity: This annual appointment allows a tenure track faculty member to devote a portion of their time to furthering the diversity activities at PSU <<http://www.president.pdx.edu/Initiatives/diversity/FIRdiv03.phtml>>.

Southern Oregon University

Southern Oregon University (SOU) has implemented various strategies to enhance diversity on campus. Major diversity initiatives include the following.

Campus-wide Initiatives

The Welcoming Diversity and Controversial Issues/Conflict Resolution Program provide opportunities for representatives of the SOU community to interact and engage with members of the surrounding community. Groups of faculty, staff, and students have been trained as Welcoming Diversity Workshop and Controversial Issues Facilitators. Trainees become

“multipliers” of their newly developed diversity skills by facilitating diversity workshops in the university and the larger community.

The Native American Studies program has grown steadily since 1995. The program recently added a 36-credit certificate option to complement the existing 24-credit minor. For the minor and certificate, students take a variety of courses from different areas with a core program that covers Native American culture, history and contemporary issues related to environment.

Student Outreach and Support

Konaway Nika Tillicum Program administered by Extended Campus Programs and Native American Studies faculty members provides a setting in which Native American youth in grades 5-10 get an opportunity to experience educational and career possibilities offered by college.

Latino Academy/Academia Latino is a weeklong residential camp at SOU for Latino students in the Southern Oregon region who have completed grades 6-8. The camp provides classes, lectures, cultural experiences and recreational activities. These outreach programs create college readiness and a sense of community for multicultural students.

The main goals of the Diversity Scholars Program are to admit and award scholarships to cohorts of women and men who enhance institutional diversity, including racial/ethnic diversity, to enrich the teaching and learning environment. The program supports 90 Diversity Scholars through mentoring and advising.

The mission of the Multicultural Student Center and the Multicultural Student Coalition is to provide safe, supportive and enriching environment to multicultural students who historically and/or presently have experienced racism and prejudice in the United States.

Currently, the Multicultural Student Coalition is composed of the multicultural student union alliances: Black Student Union (BSU); Latino Student Union (LSU); Native American Student Union (NASU); Lesbian, Bisexual, Gay, Transgender Alliance (LBGTA); International Student Union (ISU); Ho'opa'a Hawaii; Challenges Student Club (students with disabilities), Association leaders, the Multicultural Government Senator and Coordinator of Multicultural and Student Activities.

Disability Awareness Week 2002 presented by the Challenge Student Club was an example of the type of activities facilitated collaboratively by the Multicultural Student Coalition. The mission of the Challenge Student Club is to provide group support and encouragement for students with disabilities; to raise awareness of the needs and challenges of students with disabilities; to promote interaction between students with and without disabilities; to encourage continued relational growth between students with disabilities and the university community.

Demonstrating its commitment to diversity on campus, the SOU student government, in collaboration with Student Affairs, created Women's Resource Center, Queer Resource Center and Non-Traditional Student Resource Center.

Faculty/Staff Initiatives

The Inclusive Curricula Faculty Learning Community is beginning a project to transform the existing curriculum. This initiative – sponsored by the Office of Multicultural Affairs, the inclusive Curriculum Task Force, the Provost's Office, and the Center for Teaching and Learning – is using a model developed by the New Jersey Project. Through this program, faculty members are transforming their existing courses using inclusive frameworks and teaching pedagogies. Faculty members will pilot their transformed courses during the fall or winter terms (2003-04).

The New Faculty Mentor Program, sponsored jointly through the Provost's Office and the Center for Teaching and Learning, pairs new faculty with senior faculty members who serve as mentors.

University of Oregon

The University of Oregon (UO) has developed a multi-faceted approach to diversity with efforts ranging from broad initiatives designed to increase campus community awareness, to educational and research programs and centers that focus on issues of diversity, to concerted efforts to attract and retain an increasingly diverse student body and workforce, to resources and services that support members of our increasingly diverse university community. The university's diversity website <<http://diversity.uoregon.edu/>> provides a valuable array of diversity information and links to events, educational centers and programs, student organizations, services, scholarships, staff training workshops, committees and councils that are available to current as well as prospective students, faculty, and staff. Some examples and highlights of the university's ongoing diversity building efforts are described here.

Campus-wide Initiatives

The following initiatives establish diversity as one of UO's core values.

- A search is currently underway for a new position of Vice Provost for Institutional Equity and Diversity to provide leadership, guidance, and direction for all university equity and diversity matters concerning faculty, students, and staff, expected to begin in July 2003. The vice provost will work with other administrators, faculty, staff and students in the on-going effort to increase appreciation of the critical importance of diversity in providing a comprehensive education experience, and will work to enhance collaboration among the university's many diversity stakeholders to ensure effective communication regarding diversity initiatives and accomplishments throughout the campus community.
- The Center on Diversity and Community (CODAC) established in 2001 as an interdisciplinary research center that promotes inquiry, dialogue and understanding on issues of racial, ethnic, and cultural diversity continues to promote new diversity scholarship within and across fields of study <<http://www.uoregon.edu/~codac/>>.
- The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino/a, and Native American descent. Program scholars are committed to promoting the recruitment and retention of faculty and students of color and curricular changes that address an increasingly heterogeneous society <<http://darkwing.uoregon.edu/~ethnic/>>.

- The Oregon Consortium for International and Area Studies, formed in 2000, provides support for the following multidisciplinary and international programs: Asian Studies Program, European Studies Program, International Studies Program, Latin American Studies program and Russian and East European Studies are included at <<http://www.uoregon.edu/~ocias/what.html>>.
- Center for Indigenous Cultural Survival, created in 2001, serves as a research and service institute focusing on indigenous peoples worldwide <<http://www.uoregon.edu/~cics/center.htm>>. In addition, it provides liaison to the tribes of Oregon and will provide stewardship for the Many Nations Longhouse at <<http://www.uoregon.edu/~committees/longhouse/programs.htm>>.
- Long-standing diversity efforts and programs include the President's Council on Race and the Center for Asian and Pacific Studies <<http://darkwing.uoregon.edu/~caps/>>.

The following initiatives are intended to increase campus community awareness of diversity.

- The University continues consideration and implementation of recommendations made in a report by Western Michigan University President Elson Floyd, who was invited to campus to consult on the university's agenda of increasing diversity on campus (e.g., the Vice Provost for Institutional Equity and Diversity search noted previously).
- In January 2002, the University invited Dr. Susan Rankin, Penn State University, to campus to share her analysis and results of the 2001 Campus Climate Assessment survey in which the university participated, and to conduct focus groups to identify issues and challenges the campus faces.
- Other initiatives to increase campus community awareness of diversity include the Affirmation of Community Values statement <<http://darkwing.uoregon.edu/%7Euosenate/dirs990/US9900-9.html>> and the Bias Response Team, coordinated within the Office of Student Life, designed to help the community and its members address effectively incidents of bias or hate.

Student Outreach and Support

Primarily through its Office of Admission <<http://admissions.uoregon.edu/>> the University has devoted significant effort to increasing the number of students of color at the University. At the same time, the University has enhanced its efforts to support the academic success and retention of students of color who enroll with the University <<http://admissions.uoregon.edu/diversity.html>>. Specific recruitment programs include the following.

- Reach for Success is an annual event that brings approximately 250 middle-school-aged students of color and their parents to the UO campus for a day of activities to help students understand that going to college is possible and how the classes they take in middle and high school can lead to a university education.
- Connections is the UO's primary recruitment and visitation program for students of color that focuses on multiple small- to medium-sized visits <<http://www.uoregon.edu/~stl/parent/connectionsfall2002.pdf>>.
- A full-time Native American Enrollment Coordinator position was created with primary responsibility for assisting Native American students in the process of exploring college options, applying and being admitted to the UO, paying for college, and graduating.

- The University proposed the Residency by Aboriginal Right program in which members of forty-four bands and tribes who have a historic relationship to the land that became Oregon are granted in-state residency for tuition purposes.
- The Native American Summer Bridge Program, launched and coordinated by the English Department, brings students to campus for an academic program aimed to ensure their success in later studies and focusing, in part, on Native American literature.
- A day-long Native American Education Gathering (Lobiital Hoskanga) brings Native American high school students from around the state to campus to explore college benefits and opportunities, including the transitional support available to Native American students.
- In 1998 the University secured federal support for a Ronald McNair program to enhance diversity in graduate programs.
- The Office of Admissions employs multicultural recruiters/ambassadors who call and give weekly campus tours to prospective students of color.

Faculty/Staff Initiatives

- Since the inception of the Underrepresented Minority Recruitment Plan in 1994, the Provost's Office has allocated more than \$2,191,500 for minority recruitment. The plan allows departments to enhance offers to minority candidates and improve retention and support of minority faculty by funding activities supporting faculty development.
- New Faculty Orientation was expanded with a strengthened focus on the opportunities and challenges created by an increasingly diverse institutional community.
- A position was added to the Teaching Effectiveness Program to assist faculty members as they seek to work effectively in an increasingly multicultural teaching and learning environment.
- Diversity, inclusion, and engagement continue to be a focus of attention for both deans and department heads in retreats and work sessions.
- The Office of Human Resources offers a variety of workshops annually that concern diversity and maintaining an inclusive, respectful, and discrimination-free working and learning environment <<http://hr.uoregon.edu/training/>>.

Western Oregon University

The location of Western Oregon University (WOU) in the mid-Willamette Valley places it in one of the state's fastest growing Hispanic population centers. It is estimated that well over ten percent of the population in Polk and Marion counties is now of Hispanic descent. This fact, coupled with the university's commitment to ethnic diversity, has resulted in numerous program initiatives.

Campus-wide Initiatives

The general education curriculum has been modified for all students seeking a B.S. degree to include a cultural diversity course requirement. Each B.S. student is required to complete six hours of course work (two courses) emphasizing topics and subjects of cultural diversity.

An interdisciplinary minor in Chicano-Chicana studies has been developed and implemented to provide students with increased opportunities to study issues of race, culture and ethnic diversity.

Student Outreach and Support

WOU has instituted a number of initiatives to provide increased access to students of diverse ethnicity with special sensitivity to providing support for the growing numbers of college bound Hispanic students.

Diversity Achievement Scholarships: Consideration for this scholarship opportunity is given to any new freshman and transfer student from Oregon whose cultural background, life or work experience, or academic preparation and achievement is likely to enhance the diversity of campus life in and outside of the classroom.

Upward Bound: WOU is co-partnering with selected Marion and Polk County high schools through its Upward Bound Program to increase high school to college participation rates. This four-year renewable, federally funded grant gives the university access to sixty-five high school students per year. The program strengthens both academic and personal skills necessary for success in college. Upward Bound operates ten months a year on-site in the high schools and for eight weeks each summer on-campus where students live in the university's residence halls and receive classroom instruction that includes regular university faculty. The three-year average of graduating Upward Bound students being admitted to college is 85% and their three-year average college retention rate for these same students is 96%.

The SEP Program: The WOU Student Enrichment Grant Program supports students of diverse ethnic backgrounds with academic and career advising services, and special learning equipment (i.e., laptop computers, calculators, cassette recorders, etc.) to make the transition from high school to college easier. SEP also offers free courses for academic credit in math and other academic skill areas to improve the probability of academic success. A peer mentoring and an academic bridge program, sponsored by the university in conjunction with SEP, offer students support on a year-round basis. This program carries an 85 percent graduation rate.

Student Retention Program: The WOU Office of Academic Advising and Learning Center supports a freshman year program of tutoring and counseling to deal with the inevitable personal and academic issues that often develop for students of color as they enter a majority academic and social environment. The program serves upwards of 70 students annually and yields retention rates consistent with the freshman to sophomore retention rates of majority students.

Faculty/Staff Initiatives

The WOU Office of Human Resources and Affirmative Action offers regularly scheduled orientation seminars for new faculty and staff in order to improve campus awareness and commitment to enhancing the learning environment for ethnically diverse student populations.

Bilingual faculty members from a number of disciplines and students studying Spanish have developed student support programs with high-need area high school students and their families to provide both special instruction in English and a social support network to encourage students and families in regard to seeing college as an attainable personal goal.

Considerations of Race/Ethnicity Data - A Period of Transition

Background

A growing diversity within the U.S. population, combined with awareness of the need to move forward in recognizing the mixed-race heritage of many people, has precipitated changes in the way in which race/ethnicity data are captured. These changes are most evident in the collection of year 2000 U.S. Census data in which respondents were afforded, for the first time in this country's history, the opportunity to self-identify more than one race. Respondents could mark as many discrete racial categories as they desired. Census 2000 records indicate that 97.6% of the U.S. population reported one race, and 2.4% reported two or more races. The West Coast has the largest concentration in this country of people who elect to report more than one race, at 40% of those reporting two or more races. By comparison, the South had 27.1% of "two or more races" respondents; the Northeast had 18%; and the Midwest had 15%. (Census 2000 Brief – *"The Two or More Races Population: 2000"*)

In addition to the modification in the ability to report more than one race, the 2000 Census included the opportunity for respondents to indicate Hispanic/Latino ethnicity along with a racial category (ies). Another change in the Census related to the separation of the Native Hawaiian population from the previously used Asian/Pacific Islander population. These changes represent advances in the recognition of the uniqueness associated with many populations within this country. Census experts caution, however, that comparisons with previous Census data or data collected from other sources may not be accurate – particularly for those reporting multiple designations of race that cannot effectively be compared with data collected in earlier years.

Data collection mechanisms for educational and other types of race/ethnicity reporting have not yet been modified to reflect the changes found in the 2000 Census. The current federal educational data reporting standards, including the Integrated Postsecondary Education Data System (IPEDS), are consistent with pre-2000 Census data. For this reason, there is not currently a match between 2000 Census and educational data sources. For example, educational reporting still broadly maintains a) discrete categories for the collection of race/ethnicity data with no ability to designate more than one race; b) the inclusion of Native Hawaiians in the Asian/Pacific Islander category; and c) Hispanic/Latino as a discrete category with no opportunity to identify race in addition to Hispanic/Latino ethnicity. There have been delays with the establishment of a modified race/ethnicity collection and reporting mechanism standard by IPEDS; however, it is anticipated that these changes will occur within the next few years. Once the new standards are established, institutions may re-survey existing populations and reconcile existing data with a new format. It is advised, also, that educational institutions pose the race/ethnicity data collection question in a standard (either a one- or two- question) format in order to gather comparable data.

Decisions are yet to be firmly established at the federal level regarding the use of a multiple check format (consistent with the 2000 Census collection) versus the opportunity to check one box designating more than one race within collection standards. Research has found that differing results are garnered depending upon the format used. Given the likely expense that will

be associated with this endeavor, OUS and other educational entities are waiting for the national standards to be established before attempting to modify the existing collection formats.

OUS Race/Ethnicity Data

There is recognition within OUS of the enhanced designations of racial/ethnic diversity. Consistent with national trends – particularly on the West Coast – OUS is experiencing increasing numbers of individuals who desire to indicate more than one race. This 2003 OUS Diversity Report includes the data reported by students within OUS institutions who designate more than one race. It should be noted that OUS student race/ethnicity data are collected via the application for admission forms designed and utilized by each OUS institution. Given the variation in the questions posed to collect race/ethnicity data on these forms, the fact that self-reporting race/ethnicity is optional, and the fact that people in general may not have a complete understanding of the differences in data collection for various purposes, these data may not be comparable with future internal and external collections of race/ethnicity data once a new standardized protocol is established.

Current compilations of OUS data for faculty/staff, collected as an optional response item to assist with affirmative action employment plan purposes, adhere to the previously established (pre-Census 2000) format. The legacy nature of a large portion of the faculty and staff race/ethnicity data (i.e., data collected historically during an era when people tended to consistently report only one race/ethnicity) differs from the more fluid collections of student data. The possible re-surveying of OUS populations, mentioned above, will eventually provide an opportunity to capture updated race/ethnicity information for faculty/staff as well. As OUS institutional research staff work to address issues of reliability and validity in preparation for modified data collection, and make changes in accordance with federally required data collection and reporting protocols once these standards are established, future reports of race/ethnicity should provide additional detail for all OUS populations of students, faculty, and staff.

There have been increases over the years in the numbers of students, faculty, and staff who decline to respond to race/ethnicity data requests. These data are listed within the tables included as appendices to this report. *Student enrollment tables in this report include a column that identifies students who designate more than one race. However, Systemwide data for degrees awarded, graduation rates, and faculty/staff representation during the ten-year period of this report are currently maintained, and included within this report, under the pre-Census 2000 standard.*

Enrollment

Total Enrollment

During 2002-03, total OUS enrollment reached 78,111 students, an increase from 64,131 in fall 1997, and 63,656 in fall 1992. Figure 2 illustrates the numerical growth in representation for selected groups by race/ethnicity during this ten-year period.

Figure 2
Enrollment by Selected Racial/Ethnic Group - Fall 2002, 1997, and 1992

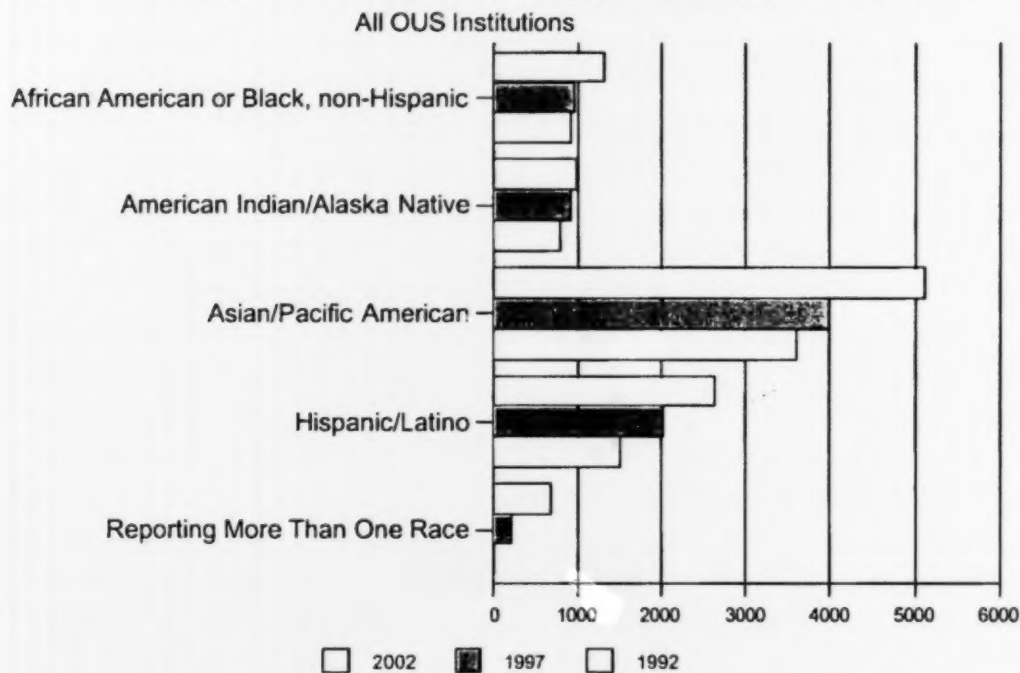


Table 1 provides the percentage change in total enrollment during the five-year (1992 to 1997 and 1997 to 2002) and ten-year (1992 to 2002) periods within OUS institutions by race/ethnicity.

Table 1**Five-Year (1992-1997 and 1997-2002) and Ten-Year (1992-2002) Percentage Change in Racial/Ethnic Representation of OUS Enrolled Students**

	<i>Five-year change 1992-1997</i>	<i>Five-year change 1997-2002</i>	<i>Ten-year change 1992-2002</i>
African American/Black, non-Hispanic	6.5%	33.9%	42.7%
American Indian/Alaska Native	13.9%	8.0%	23.0%
Asian/Pacific American	11.2%	28.3%	42.6%
Hispanic/Latino	34.5%	23.7%	76.3%
White, non-Hispanic	-0.3%	21.5%	21.0%
Reporting More Than One Race	N/A	219.8%	N/A

Enrollment rates for each OUS institution during fall 2002, fall 1997, and fall 1992 by race/ethnicity, and for international (nonresident alien) students and those with unspecified race are included in Appendices 1a, 1b, and 1c. Following are brief summaries, by race/ethnicity, for comparative purposes.

African American or Black, non-Hispanic

African American or Black, non-Hispanic total enrollment increased from 918 (1.4%) in fall 1992, to 978 (1.5%) in fall 1997, to 1,310 (1.7%) in fall 2002.

These data indicate a percentage change of 6.5% from 1992 to 1997; a percentage change of 33.9% from 1997 to 2002; and a gross percentage increase of 42.7% from 1992 to 2002.

American Indian/Alaska Native

American Indian/Alaska Native total enrollment increased numerically from 800 (1.3 %) in fall 1992, to 911 (1.4%) in fall 1997, to 984 (1.3%) in fall 2002.

These data indicate a percentage change of 13.9% from 1992 to 1997; a percentage change of 8% from 1997 to 2002; and a gross percentage increase of 23% from 1992 to 2002.

Asian/Pacific American

Asian/Pacific American total enrollment increased from 3,596 (5.6%) in fall 1992, to 3,997 (6.2%) in fall 1997, to 5,130 (6.6%) in fall 2002.

These data indicate a percentage change of 11.2% from 1992 to 1997; a percentage change of 28.3% from 1997 to 2002; and a gross percentage increase of 42.6% from 1992 to 2002.

Hispanic/Latino

Hispanic/Latino total enrollment increased from 1,499 (2.4%) in fall 1992, to 2,016 (3.1%) in fall 1997, to 2,644 (3.4%) in fall 2002.

These data indicate a percentage change of 34.5% from 1992 to 1997; a percentage change of 23.7% from 1997 to 2002; and a gross percentage increase of 76.3% from 1992 to 2002.

White/non-Hispanic

White, non-Hispanic total enrollment declined as a proportion from 47,414 (74.5%) in fall 1992, to 47,269 (73.7%) in fall 1997, to 57,462 (73.6%) in fall 2002.

These data indicate a percentage change of -0.3% from 1992 to 1997; a percentage change of 21.5% from 1997 to 2002; and a gross percentage increase of 21% from 1992 to 2002.

Students Reporting More Than One Race/Unspecified Race

These two categories correspond to the current federal category of "unknown" race/ethnicity. The enrollment of students reporting more than one race/ethnicity or with unspecified race/ethnicity went from 5,488 (8.6%) in fall 1992, to 5,019 (7.8%) in fall 1997, to 6,399 (8.2%) in fall 2002.

These data indicate a percentage change of -8.5% from 1992 to 1997; a percentage change of 27.5% from 1997 to 2002; and a gross percentage increase of 16.6% from 1992 to 2002.

- Within this category, students reporting more than one race/ethnicity increased from 212 (0.3%) in fall 1997 to 678 (0.9%) in fall 2002 (these data are unavailable for fall 1992). These data indicate a five-year (1997 to 2002) percentage change of 219.8%.
- Within this category, students with unspecified race/ethnicity increased from 4,807 (7.5%) in fall 1997 to 5,721 (7.3%) in fall 2002. These data indicate a five-year (1997 to 2002) percentage change of 19%.

First-Time Freshmen

An additional measure of increases in representation relates to data for first-time freshmen students. Overall, the enrollment of OUS first-time freshmen increased from 7,105 during fall 1992; to 7,741 during fall 1997; to 10,365 in fall 2002. Figure 3 below illustrates the numerical growth in representation for selected groups by race/ethnicity during this ten-year timeframe. First-time freshmen enrollment rates for each OUS institution during fall 2002, fall 1997, and fall 1992 by race/ethnicity, for international (nonresident alien) students, and for students with unspecified race are included in Appendices 2a, 2b, and 2c.

Figure 3
Enrollment of First-Time Freshmen by Selected Racial/Ethnic Group
Fall 2002, 1997, and 1992 - All OUS Institutions

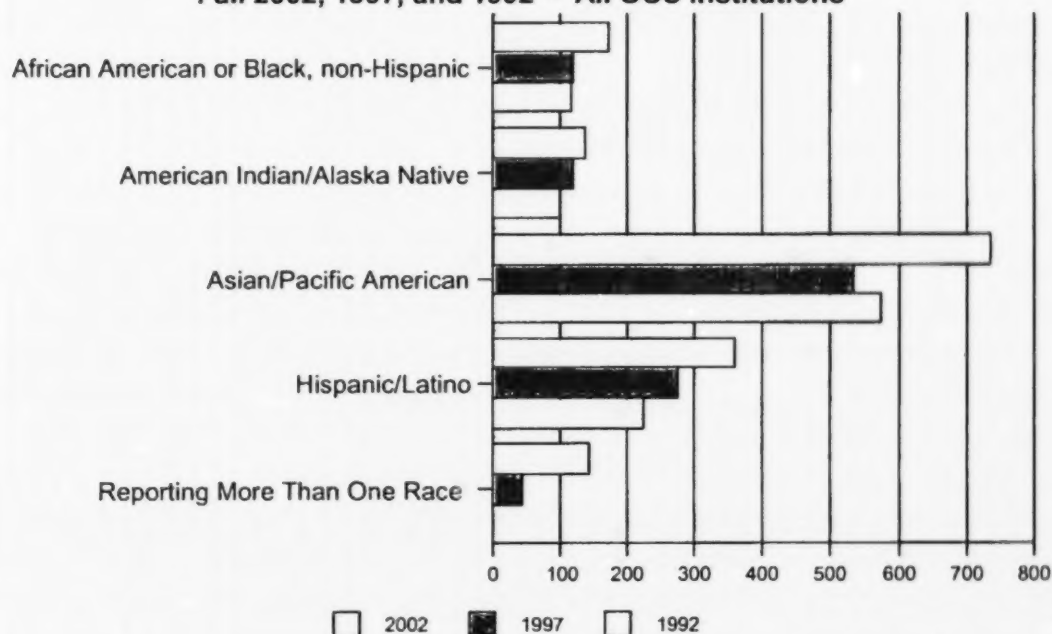


Table 2 below provides the percentage change in the enrollment of first-time freshmen during the five-year (1992 to 1997 and 1997 to 2002) and ten-year (1992 to 2002) periods within OUS institutions by race/ethnicity. Following also are brief summaries, by race/ethnicity, of first-time freshmen data for comparative purposes.

Table 2

**Five-Year (1992-1997 and 1997-2002) and Ten-Year (1992-2002) Percentage
Change in Enrollment of First-time Freshmen by Racial/Ethnic Group**

	<i>Five-year change 1992-1997</i>	<i>Five-year change 1997-2002</i>	<i>Ten-year change 1992-2002</i>
African American/Black, non-Hispanic	2.5%	46.2%	50.0%
American Indian/Alaska Native	17.6%	15.0%	35.3%
Asian/Pacific American	-7.0%	37.6%	28.0%
Hispanic/Latino	23.2%	30.0%	60.0%
White, non-Hispanic	8.3%	32.3%	43.4%
Reporting More Than One Race	N/A	240.4%	N/A

African American or Black, non-Hispanic

The enrollment of African American or Black, non-Hispanic first-time freshmen increased from 116 (1.6%) in fall 1992, to 119 (1.5%) in fall 1997, to 174 (1.7%) in fall 2002.

These data indicate a percentage change of 2.5% from 1992 to 1997; a percentage change of 46.2% from 1997 to 2002; and a gross percentage increase of 50% from 1992 to 2002.

American Indian/Alaska Native

The enrollment of American Indian/Alaska Native first-time freshmen increased from 102 (1.4%) in fall 1992, to 120 (1.6%) in fall 1997, to 138 (1.3%) in fall 2002.

These data indicate a percentage change of 17.6% from 1992 to 1997; a percentage change of 15% from 1997 to 1992; and a gross percentage increase of 35.3% from 1992 to 2002.

Asian/Pacific American

The enrollment of Asian/Pacific American first-time freshmen went from 574 (8.1%) in fall 1992, to 534 (6.9%) in fall 1997, to 735 (7.1%) in fall 2002.

These data indicate a percentage change of -7% from 1992 to 1997; a percentage change of 37.6% from 1997 to 2002; and a gross percentage increase of 28% from 1992 to 2002.

Hispanic/Latino

The enrollment of Hispanic/Latino first-time freshmen increased from 224 (3.2%) in fall 1992, to 276 (3.6%) in fall 1997, to 359 (3.5%) in fall 2002.

These data indicate a percentage change of 23.2% from 1992 to 1997; a percentage change of 30% from 1997 to 2002; and a gross percentage increase of 60% from 1992 to 2002.

White, non-Hispanic

The enrollment of White, non-Hispanic first-time freshmen went from 5,642 (79.4%) in fall 1992, to 6,115 (79%) in fall 1997, to 8,092 (78.1%) in fall 2002.

These data indicate a percentage change of 8.3% from 1992 to 1997; a percentage change of 32.3% from 1997 to 2002; and a gross percentage increase of 43.4% from 1992 to 2002.

Students Reporting More Than One Race/ or With Unspecified Race

The enrollment of first-time freshmen reporting more than one race/unspecified race increased from 193 (2.7%) in fall 1992, to 412 (5.3%) in fall 1997, to 671 (6.5%) in fall 2002. These data indicate a percentage change of 113.5% from 1992 to 1997; a percentage change of 62.8% from 1997 to 2002; and a gross percentage increase of 247.6% from 1992 to 2002.

- Within this category, first-time freshmen reporting more than one race increased from 42 (0.6%) in fall 1997 to 143 (1.4%) in fall 2002 (these data are unavailable for fall 1992). These data indicate a percentage change of 240.4% from 1997 to 2002.
- Within this category, students with unspecified race/ethnicity increased from 370 (5.0%) in fall 1997 to 528 (5.1%) in fall 2002. These data indicate a percentage change of 42.7% from 1997 to 2002.

Degrees Awarded

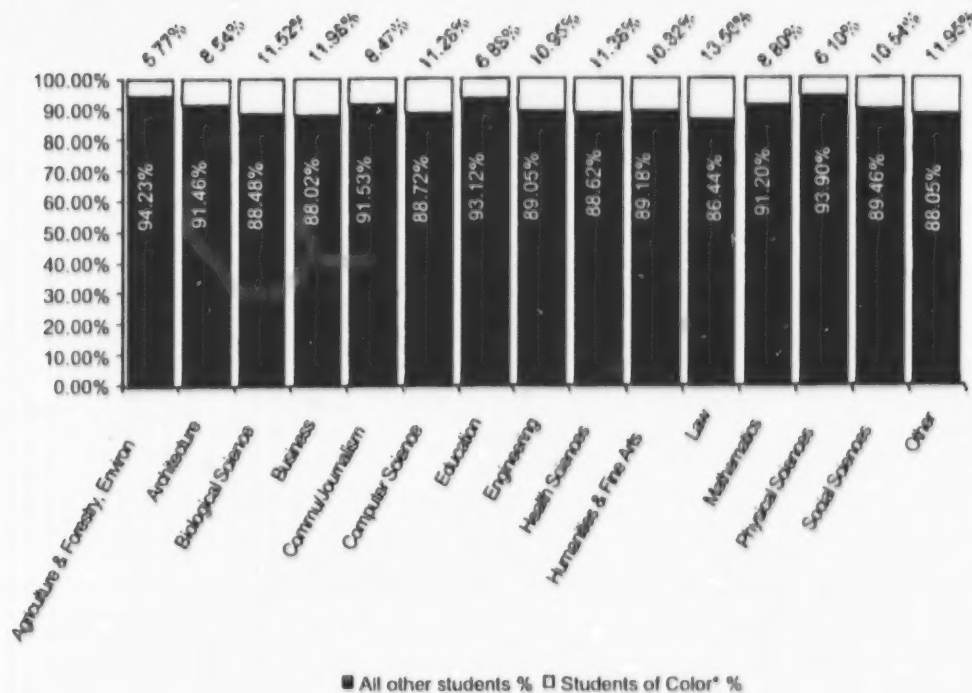
Aggregate Data

Within the ten-year period from 1991-92 through 2001-02, a total of 113,814 degrees were awarded to OUS students at all levels of study (see Appendix 3a). Degrees earned by African American or Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific American; and Hispanic/Latino students represented a total of 11,653 (10.2%) of these degrees. Degree data during this historical period are not available by the category of those reporting more than one race. Figure 4 below illustrates the trends in degrees awarded during this period for OUS students of color and all OUS other students.

Aggregate Data (1991-92 through 2001-02)

Figure 4

Degrees Awarded by All Levels, Discipline and Racial/Ethnic Group 1991-92 through 2001-02



*Includes African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students.

Trends in the Selection of Major Field of Study/Degrees Earned by Selected Race/Ethnicity

As illustrated in Figure 4, the trends observed within these aggregate data indicate that the top five disciplines with the largest concentrations of students of color receiving degrees during the period from 1991 through 2002 were law (13.6% of all law degrees); business (11.98% of all business degrees); other disciplines (11.95% of all other discipline degrees); biological sciences (11.52% of all biological sciences degrees); and health sciences (11.38% of all health sciences degrees).

The top five disciplines with the largest concentrations of all other students (White, International, and those reporting one race/with unspecified race) receiving degrees during the period from 1991 through 2002 were agriculture, forestry and environmental science (94.23% of all agriculture, forestry, and environmental science degrees); physical sciences (93.9% of all physical sciences degrees); education* (93.12% of all education degrees); communications/journalism (91.53% of all communications/journalism degrees); and architecture (91.46% of all architecture degrees).

It should be noted that there are many variations, by specific race/ethnicity, within these data. A more comprehensive overview is found on the table included as Appendix 3a.

"Point-in-Time" Comparative Data

Data regarding degrees awarded during academic years 2001-02, 1996-97, and 1991-92, by discipline, race/ethnicity, and for international students and students reporting more than one race/ or with unspecified race are included in Appendices 3b through 3d. It should be noted that OUS changed to a new student information system during the early 1990s. Any race/ethnicity coding that was lost in the transition from the legacy information system would have increased the number of degrees that were reported as "unknown" race. A "point-in-time" comparison of degrees awarded, by race/ethnicity, during the period from 1991-92 through 2001-02 yields the following results for academic years 1991-92, 1996-97, and 2001-02.

African American or Black, non-Hispanic

OUS degrees earned by African American or Black, non-Hispanic students increased from 122 (0.9%) in 1991-92; to 157 (1.3%) in 1996-97; to 195 (1.4%) in 2001-02.

These data represent a percentage change of 28.6% from 1991-92 to 1996-97; a percentage change of 24.2% from 1996-97 to 2001-02; and a gross percentage increase of 59.8% from 1991-92 to 2001-02.

American Indian/Alaska Native

OUS degrees earned by American Indian/Alaska Native students increased from 126 (0.9%) in 1991-92; to 142 (1.1%) in 1996-97; to 156 (1.1%) in 2001-02.

These data represent a percentage change of 12.6% from 1991-92 to 1996-97; a percentage change of 9.8% from 1996-97 to 2001-02; and a gross percentage increase of 23.8% from 1991-92 to 2001-02.

**Note that these data do not include "certificates" earned for educational licensure.*

Asian/Pacific American

OUS degrees earned by Asian/Pacific American students increased from 603 (4.4%) in 1991-92; to 745 (5.9%) in 1996-97; and had a slight decline, to 705 (5.2%), in 2001-02.

These data represent a percentage change of 23.5% from 1991-92 to 1996-97; a percentage change of -5.3% from 1996-97 to 2001-02; and a gross percentage increase of 16.9% from 1991-92 to 2001-02.

Hispanic/Latino

OUS degrees earned by Hispanic/Latino students increased from 200 (1.5%) in 1991-92; to 321 (2.6%) in 1996-97; to 421 (3.1%) in 2001-02.

These data represent a percentage change of 60.5% from 1991-92 to 1996-97; a percentage change of 31.1% from 1996-97 to 2001-02; and a gross percentage increase of 110.5% from 1991-92 to 2001-02.

White, non-Hispanic

OUS degrees earned by White, non-Hispanic students declined numerically but increased proportionately from 9,833 (72.5%) in 1991-92 to 9,298 (74.1%) in 1996-97; and increased to 10,198 (74.8%) in 2001-02.

These data represent a percentage change of -5.4% from 1991-92 to 1996-97; a percentage change of 9.6% from 1996-97 to 2001-02; and a gross percentage increase of 3.7% from 1991-92 to 2001-02.

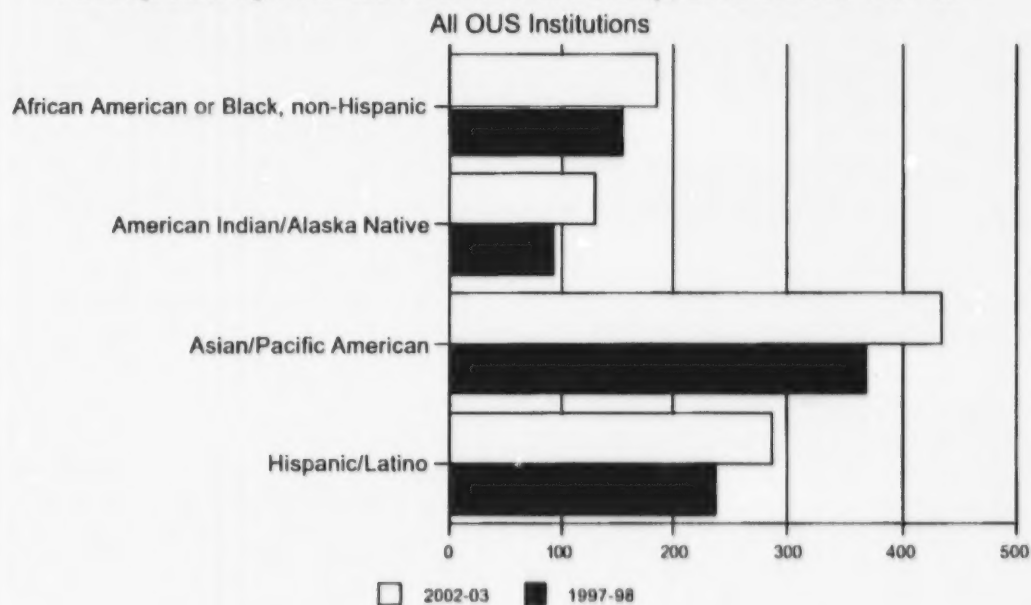
Six-year Graduation Data

Another measure of progress relating to completion rates for students is the six-year graduation rate for cohorts of entering freshmen. Overall, OUS is experiencing increases in six-year graduation rates. Data indicate that the six-year graduation rate for the 1995 cohort of OUS students of color (African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students) is 52.4%. This percentage represents an increase from 47% for the 1987 cohort of students of color. Six-year graduation rates for White students were 55.7% for the 1995 cohort, and 49% for the 1987 cohort.

Faculty/Staff Representation

The five-year growth in numeric representation of OUS faculty/staff by selected racial/ethnic group is illustrated in Figure 5. (Note: Comparable systemwide faculty/staff data for 1992-93 are unavailable.) People of African American, American Indian, Asian/Pacific American, and Hispanic/Latino descent currently represent 1,032 (8.3%) of all OUS faculty/staff (these data do not include part-time research and instructional assistants). This represents a percentage increase of 21% in the five-year period since 1997-98 (up from 850, or 8%). During the same period, White faculty/staff went from 10,064 (89%) to 10,319 (86%), representing a percentage increase of 2.5%.

Figure 5
Faculty/Staff by Selected Racial/Ethnic Group, 2002-03 and 1997-98



Does not include part-time instructional/research assistants.

Full-Time, Ranked, Instructional Faculty

One common measure of faculty representation relates to those who hold full-time, ranked, instructional positions. Appendices 4a through 4c include System totals for full-time, ranked, instructional faculty, by race/ethnicity and institution. Information is included within the appendices for international faculty as well. Overall, the growth in representation of full-time, ranked, instructional faculty of color (African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino) has more than doubled in the ten-year period from 1992 through 2002. Representation of this group increased from 126 (5.2%) in 1992-93; to 203 (8.6%) in 1997-98; to 264 (10.4%) in 2002-03. Figure 6 illustrates the growth, by race/ethnicity for these groups of faculty.

Figure 6

**Full-Time, Ranked, Instructional Faculty by Selected Racial/Ethnic Group
2002-03, 1997-98, and 1992-93, All OUS Institutions**

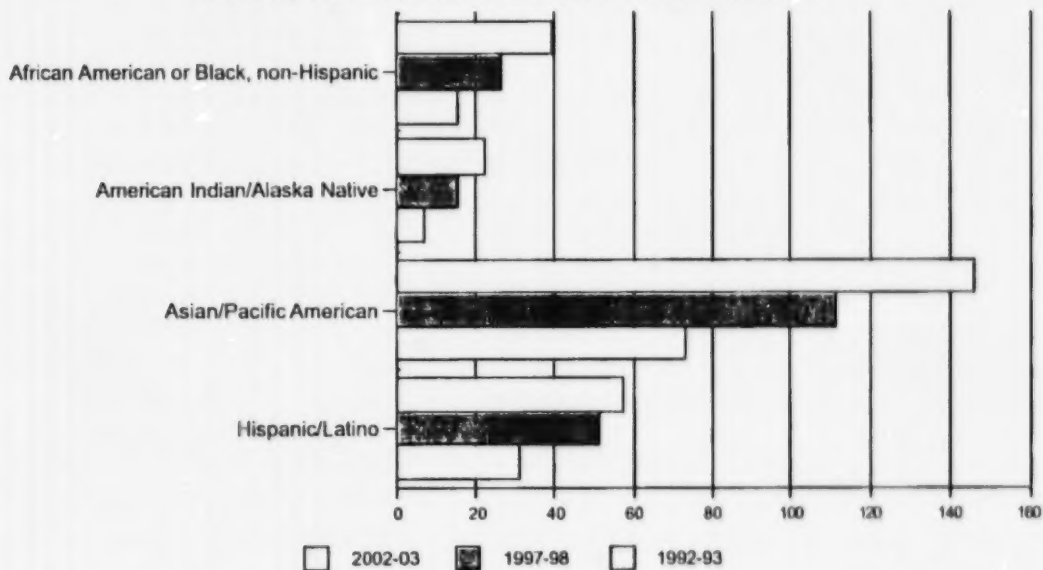


Table 3
Five- and Ten-Year (2002, 1997, and 1992) Percentage Change in Racial/Ethnic Representation of Full-Time, Ranked, Instructional Faculty

	<i>Five-year change 1992-1997</i>	<i>Five-year change 1997-2002</i>	<i>Ten-year change 1992-2002</i>
African American/Black, non-Hispanic	73.3%	50.0%	160.0%
American Indian/Alaska Native	114.3%	46.6%	214.3%
Asian/Pacific American	52.0%	31.5%	100.0%
Hispanic/Latino	64.5%	11.7%	83.9%
White, non-Hispanic	-6.6%	.1%	-6.7%
Reporting More Than One Race/Unspecified Race	30.0%	45.1%	88.8%

African American or Black, non-Hispanic

The representation of African American or Black, non-Hispanic full-time, ranked instructional faculty increased from 15 (0.6%) in fall 1992, to 26 (1.1%) in fall 1997, to 39 (1.5%) in fall 2002.

These data indicate a percentage change of 73.3% from 1992 to 1997; a percentage change of 50% from 1997 to 2002; and a gross percentage increase of 160% from 1992 to 2002.

American Indian/Alaska Native

The representation of American Indian/Alaska Native full-time, ranked instructional faculty increased from 7 (0.3%) in fall 1992, to 15 (0.6%) in fall 1997, to 22 (0.9%) in fall 2002.

These data indicate a percentage change of 114.3% from 1992 to 1997; a percentage change of 46.6% from 1997 to 2002; and a gross percentage increase of 214.3% from 1992 to 2002.

Asian/Pacific American

The representation of Asian/Pacific American full-time, ranked instructional faculty increased from 73 (3.0%) in fall 1992, to 111 (4.7%) in fall 1997, to 146 (5.8%) in fall 2002.

These data indicate a percentage change of 52% from 1992 to 1997; a percentage change of 31.5% from 1997 to 2002; and a gross percentage increase of 100% from 1992 to 2002.

Hispanic/Latino

The representation of Hispanic/Latino full-time, ranked instructional faculty increased from 31 (1.3%) in fall 1992, to 51 (2.2%) in fall 1997, to 57 (2.3%) in fall 2002.

These data indicate a percentage change of 64.5% from 1992 to 1997; a percentage change of 11.7% from 1997 to 2002; and a gross percentage increase of 83.9% from 1992 to 2002.

White, non-Hispanic

The representation of White, non-Hispanic full-time, ranked instructional faculty decreased from 2,178 (90.1%) in fall 1992, to 2,035 (86.3%) in fall 1997, to 2,032 (80.4%) in fall 2002.

These data indicate a percentage change of -6.6% from 1992 to 1997; a percentage change of .1% from 1997 to 2002; and a gross percentage decrease of -6.7%.

Reporting More Than One Race/Unspecified

The representation of full-time, ranked instructional faculty reporting more than one race or with unspecified race/ethnicity increased from 80 (3.3%) in fall 1992, to 104 (4.4%) in fall 1997, to 151 (6.0%) in fall 2002.

These data indicate a percentage change of 30% from 1992 to 1997; a percentage change of 45.1% from 1997 to 2002; and a gross percentage increase of 88.8% from 1992 to 2002.

Conclusions

OUS institutions have made progress during the past ten years (1992-2002) in the enhancement of diverse campus environments. In addition to advances in the *representation* of diverse students, faculty, and staff, OUS institutions have initiated creative and insightful measures to further enhance opportunities for *inclusion* and *engagement*. This progress is evident in the collaborative internal university efforts; the unique approaches undertaken as determined by institutional missions and planning processes; and the successes experienced within each university.

Of particular note are increases in the representation of full-time, ranked, instructional faculty of color. This population has more than doubled in the period from 1992 to 2002. Also, the total representation of student diversity continues to increase.

Challenges for the future include:

- Sustaining and building upon the progress experienced in regard to *representation, inclusion, and engagement*.
- Remaining competitive with colleges and universities throughout the country and continuing to make progress in attracting and retaining diverse student populations.
- Continuing to attract and retain diverse faculty and staff.
- Ensuring that planning for the future of OUS institutions includes sustained attention to diversity considerations.

Appendix 1a
OUS Enrollment¹ by Racial/Ethnic Group
(fall 2002)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*				International		CAMPUS TOTALS
	N	%	N	%	N	%	N	%	N	%	Reporting More Than One Race		Unspecified		N	%	
											N	%	N	%			
Eastern Oregon University	39	1.1%	74	2.2%	105	3.1%	96	2.8%	2,789	81.6%	48	1.4%	172	5.0%	95	2.8%	3,418
Oregon Institute of Technology	42	1.3%	52	1.7%	174	5.5%	125	4.0%	2,485	79.2%	0	0.0%	240	7.6%	21	0.7%	3,139
Oregon State University	234	1.2%	209	1.1%	1,425	7.6%	577	3.1%	14,135	75.3%	42	0.2%	907	4.8%	1,245	6.6%	18,774
Oregon State University, Cascades	0	0.0%	3	0.8%	0	0.0%	12	3.1%	325	84.0%	3	0.8%	44	11.4%	0	0.0%	387
Portland State University	587	2.7%	257	1.2%	1,972	9.0%	834	3.8%	14,512	66.4%	214	1.0%	2,264	10.4%	1,201	5.5%	21,841
Southern Oregon University	46	0.8%	107	2.0%	182	3.3%	200	3.7%	4,369	79.8%	14	0.3%	420	7.7%	140	2.6%	5,478
University of Oregon	292	1.5%	228	1.1%	1,123	5.6%	544	2.7%	14,695	73.3%	327	1.6%	1,435	7.2%	1,400	7.0%	20,044
Western Oregon University	70	1.4%	54	1.1%	149	3.0%	256	5.1%	4,152	82.5%	30	0.6%	239	4.8%	80	1.6%	5,030
SYSTEM TOTALS	1310	1.7%	984	1.3%	5,130	6.6%	2,644	3.4%	57,462	73.6%	678	0.9%	5,721	7.3%	4,182	5.4%	78,111
											6,399		8.2%				

¹ Includes extended enrollment students and credit at all levels.

* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall 2002 fourth-week enrollment reports

Appendix 1b
OUS Enrollment¹ by Racial/Ethnic Group
 (fall 1997)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*				International		CAMPUS TOTALS
	N	%	N	%	N	%	N	%	N	%	Reporting More Than One Race	%	N	%	Unspecified	%	N
Eastern Oregon University	16	0.7%	58	2.4%	57	2.3%	67	2.7%	2,078	84.4%	14	0.6%	124	5.0%	47	1.9%	2,461
Oregon Institute of Technology	22	0.9%	79	3.2%	110	4.4%	92	3.7%	2,022	81.7%	1	0.0%	115	4.6%	34	1.4%	2,475
Oregon State University	181	1.2%	221	1.5%	976	6.7%	443	3.1%	10,684	73.6%	43	0.3%	758	5.2%	1,201	8.3%	14,507
Portland State University	407	2.4%	192	1.1%	1,460	8.5%	536	3.1%	11,635	67.8%	88	0.5%	2,048	11.9%	799	4.7%	17,165
Southern Oregon University	47	0.9%	94	1.7%	133	2.4%	160	2.9%	4,494	82.7%	7	0.1%	379	7.0%	122	2.2%	5,436
University of Oregon	248	1.4%	196	1.1%	1,145	6.5%	536	3.0%	12,709	72.3%	59	0.3%	1,067	6.1%	1,627	9.3%	17,587
Western Oregon University	57	1.3%	71	1.6%	116	2.6%	182	4.0%	3,647	81.0%	0	0.0%	316	7.0%	111	2.5%	4,500
SYSTEM TOTALS	978	1.5%	911	1.4%	3,997	6.2%	2,016	3.1%	47,269	73.7%	212	0.3%	4,807	7.5%	3,941	6.1%	64,131
											5,019			7.8%			

¹ Includes extended enrollment students and credit at all levels.

*The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall 1997 fourth-week enrollment reports

Appendix 1c
OUS Enrollment¹ by Racial/Ethnic Group
(fall 1992)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*		International		CAMPUS TOTALS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Eastern Oregon University	19	0.7%	40	1.6%	76	3.0%	66	2.6%	2,135	83.9%	145	5.7%	63	2.5%		2,544
Oregon Institute of Technology	42	1.5%	72	2.6%	122	4.4%	90	3.3%	2,351	85.1%	63	2.3%	24	0.9%		2,764
Oregon State University	173	1.2%	191	1.3%	981	6.8%	355	2.5%	10,316	71.8%	1002	7.0%	1,340	9.3%		14,358
Portland State University	403	2.3%	166	1.0%	1,158	6.6%	382	2.2%	12,308	70.5%	2,213	12.7%	838	4.8%		17,468
Southern Oregon University	34	0.7%	87	1.8%	83	1.7%	114	2.3%	4,124	84.4%	347	7.1%	97	2.0%		4,886
University of Oregon	218	1.3%	198	1.1%	1028	5.9%	396	2.3%	12,652	73.0%	1,264	7.3%	1,571	9.1%		17,327
Western Oregon University	29	0.7%	46	1.1%	148	3.4%	96	2.2%	3,528	81.9%	454	10.5%	8	0.2%		4,309
SYSTEM TOTALS	918	1.4%	800	1.3%	3,596	5.6%	1,499	2.4%	47,414	74.5%	5,488	8.6%	3,941	6.2%	63,656	

¹ Includes extended enrollment students and credit at all levels.

* In this report, the federal category of "unknown" is reported for other years as "Reporting More Than One Race/Unspecified Race." These data are unavailable for fall 1992.

Source: OUS Institutional Research Services, fall 1992 fourth-week enrollment reports

Appendix 2a

OUS Enrollment of First-Time Freshmen by Racial/Ethnic Group (fall 2002 headcount)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*				CAMPUS TOTALS		
	N	%	N	%	N	%	N	%	N	%	Reporting More Than One Race		Unspecified		International		
											N	%	N	%	N	%	
Eastern Oregon University	3	0.7%	9	2.1%	9	2.1%	14	3.3%	370	87.3%	5	1.2%	6	1.4%	8	1.9%	424
Oregon Institute of Technology	1	0.3%	3	0.8%	15	4.1%	18	4.9%	294	80.1%	0	0.0%	35	9.5%	1	0.3%	367
Oregon State University	41	1.3%	34	1.1%	284	9.3%	117	3.8%	2,404	78.6%	12	0.4%	132	4.3%	33	1.1%	3,057
Portland State University	53	3.7%	27	1.9%	185	12.8%	51	3.5%	973	67.4%	23	1.6%	99	6.9%	33	2.3%	1,444
Southern Oregon University	5	0.6%	15	1.7%	32	3.6%	40	4.5%	724	82.0%	3	0.3%	54	6.1%	10	1.1%	883
University of Oregon	56	1.6%	41	1.2%	184	5.4%	77	2.3%	2,655	78.2%	94	2.8%	184	5.4%	103	3.0%	3,394
Western Oregon University	15	1.9%	9	1.1%	26	3.3%	42	5.3%	672	84.4%	6	0.8%	18	2.3%	8	1.0%	796
SYSTEM TOTALS	174	1.7%	138	1.3%	735	7.1%	359	3.5%	8,092	78.1%	143	1.4%	528	5.1%	196	1.9%	10,365
											671		6.5%				

* The current federal category is "unknown" reported here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall 2002 fourth-week enrollment reports

Appendix 2b

OUS Enrollment of First-Time Freshmen by Racial/Ethnic Group (fall 1997 headcount)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic/Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*				International		CAMPUS TOTALS
	N	%	N	%	N	%	N	%	N	%	Reporting More Than One Race		Unspecified		N	%	
											N	%	N	%			
Eastern Oregon University	2	0.5%	8	2.1%	8	2.1%	10	2.7%	335	89.3%	5	1.3%	19	5.1%	7	1.9%	375
Oregon Institute of Technology	1	0.3%	9	2.8%	10	3.1%	13	4.0%	288	89.4%	1	0.3%	15	4.7%	0	0.0%	322
Oregon State University	21	1.1%	31	1.6%	169	8.8%	73	3.8%	1,603	83.7%	13	0.7%	62	3.2%	6	0.3%	1,916
Portland State University	40	5.1%	11	1.4%	110	13.9%	37	4.7%	565	71.6%	10	1.3%	84	10.6%	16	2.0%	789
Southern Oregon University	10	1.2%	13	1.5%	44	5.2%	23	2.7%	744	88.4%	2	0.2%	42	5.0%	6	0.7%	842
University of Oregon	34	1.4%	32	1.3%	170	7.2%	76	3.2%	1,922	81.1%	11	0.5%	129	5.4%	126	5.3%	2,371
Western Oregon University	11	1.5%	16	2.1%	23	3.0%	44	5.8%	658	87.0%	0	0.0%	19	2.5%	4	0.5%	756
SYSTEM TOTALS	119	1.6%	120	1.6%	534	7.2%	276	3.7%	6,115	83.0%	42	0.6%	370	5.0%	165	2.2%	7,371
											412		5.6%				

* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall 1997 fourth-week enrollment reports

Appendix 2c

OUS Enrollment of First-Time Freshmen by Racial/Ethnic Group (fall 1992 headcount)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*		International		CAMPUS TOTALS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Eastern Oregon University	0	0.0%	8	2.0%	20	5.0%	12	3.0%	349	86.6%	5	1.2%	9	2.2%	403	
Oregon Institute of Technology	1	0.3%	10	2.7%	21	5.6%	17	4.5%	322	85.6%	2	0.5%	3	0.8%	376	
Oregon State University	34	1.9%	23	1.3%	151	8.7%	52	3.0%	1,419	81.3%	31	1.8%	35	2.0%	1,745	
Portland State University	33	4.0%	15	1.8%	113	13.7%	31	3.8%	537	65.3%	68	8.3%	25	3.0%	822	
Southern Oregon University	7	1.0%	15	2.2%	22	3.2%	16	2.3%	599	87.2%	18	2.6%	10	1.5%	687	
University of Oregon	41	1.7%	21	0.9%	221	9.1%	76	3.1%	1,830	75.4%	65	2.7%	172	7.1%	2,426	
Western Oregon University	0	0.0%	10	1.5%	26	4.0%	20	3.1%	586	90.7%	4	0.6%	0	0.0%	646	
SYSTEM TOTALS	116	1.6%	102	1.4%	574	8.1%	224	3.2%	5,842	79.4%	193	2.7%	254	3.6%	7,105	

* In this report, the federal category of "unknown" is reported for other years as "Reporting More Than One Race/Unspecified Race." These data are unavailable for fall 1992.

Source: OUS Institutional Research Services, fall 1992 fourth-week enrollment reports

Appendix 3a

OUS Ten Year Degrees Awarded¹ by All Levels, Discipline and Racial/Ethnic Group (1992-2002)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		Total by Discipline	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture & Forestry, Environ	17	0.3%	83	1.5%	107	2.0%	108	2.0%	4,133	75.7%	411	7.5%	600	11.0%	5,459	4.8%
Architecture	17	0.8%	14	0.6%	111	4.9%	50	2.2%	1,673	74.4%	162	7.2%	222	9.9%	2,249	2.0%
Biological Science	27	0.5%	40	0.8%	390	7.9%	113	2.3%	3,720	75.2%	358	7.2%	299	6.0%	4,947	4.3%
Business	173	2.9%	190	1.0%	1,546	8.0%	413	2.1%	13,027	67.2%	1,134	5.9%	2,896	14.9%	19,379	17.0%
Commnu/Journalism	33	1.0%	36	1.1%	142	4.3%	69	2.1%	2,597	78.5%	174	5.3%	256	7.7%	3,307	2.9%
Computer Science	8	0.3%	13	0.5%	247	9.2%	36	1.3%	1,546	57.3%	168	6.2%	678	25.1%	2,696	2.4%
Education	155	1.1%	153	1.1%	307	2.2%	354	2.5%	11,579	82.2%	976	6.9%	558	4.0%	14,082	12.4%
Engineering	26	0.3%	71	0.8%	711	8.2%	137	1.6%	5,645	65.4%	530	6.1%	1,508	17.5%	8,628	7.6%
Health Sciences	30	0.6%	74	1.6%	328	7.0%	104	2.2%	3,808	80.8%	219	4.6%	149	3.2%	4,712	4.1%
Humanities & Fine Arts	38	1.9%	21	1.0%	83	4.1%	78	3.8%	1,518	74.6%	182	8.9%	114	5.6%	2,034	1.8%
Law	46	3.0%	27	1.8%	88	5.8%	46	3.0%	1,175	77.0%	130	8.5%	14	0.9%	1,526	1.3%
Mathematics	8	0.5%	10	0.7%	94	6.2%	22	1.4%	1,045	68.7%	113	7.4%	230	15.1%	1,522	1.3%
Physical Sciences	6	0.2%	23	0.9%	94	3.7%	34	1.3%	1,729	67.2%	212	8.2%	475	18.5%	2,573	2.3%
Social Sciences	508	2.0%	339	1.3%	1,090	4.3%	754	3.0%	19,380	75.9%	1,863	7.3%	1,608	6.3%	25,542	22.4%
Other	303	2.0%	243	1.6%	811	5.4%	454	3.0%	11,620	76.7%	1,078	7.1%	649	4.3%	15,158	13.3%
SYSTEM TOTALS	1,395	1.2%	1,337	1.2%	6,149	5.4%	2,772	2.4%	84,195	74.0%	7,710	6.8%	10,256	9.0%	113,814	100.0%

¹ Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

* The current federal category is "Unknown"; reported here as "Reporting More Than One Race/Unspecified"

Source: OUS Institutional Research Services

Appendix 3b

OUS Degrees Awarded¹ by All Levels, Discipline and Racial/Ethnic Group (2001-02)

	African American or Black, non- Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		Total by Discipline	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture & Forestry, Environ	4	0.5%	11	1.5%	15	2.1%	8	1.1%	593	81.5%	41	5.6%	56	7.7%	728	5.3%
Architecture	2	0.7%	2	0.7%	14	4.9%	7	2.5%	205	72.4%	27	9.5%	26	9.2%	283	2.1%
Biological Science	2	0.4%	5	1.0%	44	8.7%	8	1.6%	390	76.8%	39	7.7%	20	3.9%	508	3.7%
Business	18	0.9%	24	1.2%	156	7.6%	57	2.8%	1,408	69.0%	102	5.0%	275	13.5%	2,040	15.0%
Commun/Journalism	3	0.8%	0	0.0%	13	3.7%	7	2.0%	280	79.3%	26	7.4%	24	6.8%	353	2.6%
Computer Science	1	0.3%	3	0.8%	43	12.0%	5	1.4%	188	52.7%	16	4.5%	101	28.3%	357	2.6%
Education	17	1.1%	19	1.3%	45	3.0%	60	4.0%	1,228	80.9%	79	5.2%	70	4.6%	1,518	11.1%
Engineering	2	0.2%	4	0.5%	83	9.5%	19	2.2%	572	65.7%	59	6.8%	131	15.1%	870	6.4%
Health Sciences	5	1.3%	6	1.5%	22	5.6%	8	2.0%	327	83.2%	19	4.8%	6	1.5%	393	2.9%
Humanities & Fine Arts	38	1.9%	21	1.0%	83	4.1%	78	3.8%	1,518	74.6%	182	8.9%	114	5.6%	2,034	14.9%
Law	2	1.2%	2	1.2%	8	4.7%	5	3.0%	139	82.2%	12	7.1%	1	0.6%	169	1.2%
Mathematics	0	0.0%	1	0.8%	4	3.1%	4	3.1%	93	71.0%	14	10.7%	15	11.5%	131	1.0%
Physical Sciences	1	0.4%	2	0.9%	7	3.0%	4	1.7%	168	71.8%	14	6.0%	38	16.2%	234	1.7%
Social Sciences	60	2.3%	35	1.3%	91	3.5%	101	3.9%	2,003	76.7%	175	6.7%	146	5.6%	2,611	19.1%
Other	40	2.8%	21	1.5%	77	5.5%	50	3.5%	1,086	77.0%	85	6.0%	52	3.7%	1,411	10.3%
SYSTEM TOTALS	195	1.4%	156	1.1%	705	5.2%	421	3.1%	10,198	74.8%	890	6.5%	1,075	7.9%	13,640	100.0%

¹ Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded

* The current federal category is "unknown"; reported here as "Reporting More Than One Race/Unspecified"

Source: OUS Institutional Research Services

OUS Degrees Awarded¹ by All Levels, Discipline and Racial/Ethnic Group (1996-97)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		Total by Discipline	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture & Forestry, Environ	0	0.0%	9	1.8%	15	3.0%	14	2.8%	377	76.6%	25	5.1%	52	10.6%	492	3.9%
Architecture	4	1.6%	1	0.4%	10	4.5%	4	1.8%	164	73.3%	19	8.5%	22	9.8%	224	1.8%
Biological Science	2	0.4%	2	0.4%	47	9.1%	12	2.3%	379	73.7%	39	7.6%	33	6.4%	514	4.1%
Business	19	1.1%	14	0.8%	163	9.1%	35	2.0%	1,176	65.9%	92	5.2%	285	16.0%	1,784	14.2%
Comm/Journalism	5	1.3%	5	1.3%	19	5.1%	5	1.3%	291	77.8%	13	3.5%	36	9.6%	374	3.0%
Computer Science	2	0.8%	0	0.0%	30	12.3%	1	0.4%	134	55.1%	15	6.2%	61	25.1%	243	1.9%
Education	20	1.5%	11	0.8%	36	2.7%	26	1.9%	1,116	82.4%	94	6.9%	52	3.8%	1,355	10.8%
Engineering	5	0.6%	6	0.8%	66	8.4%	15	1.9%	494	62.5%	45	5.7%	159	20.1%	790	6.3%
Health Sciences	1	0.2%	7	1.3%	45	8.4%	9	1.7%	440	82.1%	16	3.0%	18	3.4%	536	4.3%
Humanities & Fine Arts	19	1.2%	15	1.0%	60	3.9%	52	3.4%	1,177	77.1%	96	6.3%	107	7.0%	1,526	12.2%
Law	5	3.2%	1	0.6%	11	7.0%	4	2.5%	103	65.6%	30	19.1%	3	1.9%	157	1.3%
Mathematics	1	0.6%	3	1.9%	12	7.7%	2	1.3%	111	71.2%	8	5.1%	19	12.2%	156	1.2%
Physical Sciences	1	0.4%	4	1.6%	7	2.8%	4	1.6%	169	68.1%	23	9.3%	40	16.1%	248	2.0%
Social Sciences	43	1.7%	34	1.3%	133	5.2%	81	3.2%	1,931	75.6%	153	6.0%	179	7.0%	2,554	20.3%
Other	30	1.9%	30	1.9%	91	5.7%	57	3.6%	1,236	77.3%	97	6.1%	58	3.6%	1,599	12.7%
SYSTEM TOTALS	157	1.3%	142	1.1%	745	5.9%	321	2.6%	9,298	74.1%	765	6.1%	1,124	9.0%	12,552	100.0%

¹ Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

* The current federal category is "Unknown"; reported here as "Reporting More Than One Race/Unspecified"

Source: OUS Institutional Research Services

Aggregate OUS Degrees Awarded¹ by All Levels, Discipline and Racial/Ethnic Group (1991-92)

	African American or Black, non- Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		Total by Discipline	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture & Forestry, Environ																
Architecture	0	0.0%	2	0.5%	6	1.4%	3	0.7%	247	58.8%	84	20.0%	78	18.6%	420	3.1%
Biological Science	1	0.5%	1	0.5%	12	6.1%	1	0.5%	137	69.5%	14	7.1%	31	15.7%	197	1.5%
Business	2	0.5%	2	0.5%	25	6.8%	1	0.3%	261	70.5%	36	9.7%	43	11.6%	370	2.7%
Communication/Journalism	10	0.4%	21	0.9%	137	5.9%	31	1.3%	1,622	70.2%	237	10.3%	254	11.0%	2,312	17.1%
Computer Science	4	1.3%	0	0.0%	12	3.8%	4	1.3%	262	82.4%	25	7.9%	11	3.5%	318	2.3%
Education	1	0.3%	2	0.7%	37	12.8%	3	1.0%	148	51.0%	31	10.7%	68	23.4%	290	2.1%
Engineering	9	0.5%	15	0.9%	28	1.6%	27	1.6%	1,242	72.3%	256	14.9%	142	8.3%	1,719	12.7%
Health Sciences	2	0.2%	9	0.8%	79	7.5%	16	1.5%	714	67.4%	83	7.8%	157	14.8%	1,060	7.8%
Humanities & Fine Arts	3	0.7%	7	1.6%	11	2.6%	7	1.6%	347	81.6%	35	8.2%	15	3.5%	425	3.1%
Law	32	1.5%	22	1.0%	73	3.5%	41	2.0%	1,625	77.5%	227	10.8%	77	3.7%	2,097	15.5%
Mathematics	1	0.6%	4	2.6%	15	9.7%	2	1.3%	126	81.3%	7	4.5%	0	0.0%	155	1.1%
Physical Sciences	1	0.6%	0	0.0%	11	6.4%	0	0.0%	107	62.6%	26	15.2%	26	15.2%	171	1.3%
Social Sciences	0	0.0%	0	0.0%	12	4.7%	2	0.8%	153	60.0%	34	13.3%	54	21.2%	255	1.9%
Other	39	1.6%	29	1.2%	84	3.4%	44	1.8%	1,862	76.3%	236	9.7%	145	5.9%	2,439	18.0%
	17	1.3%	12	0.9%	61	4.6%	18	1.4%	980	73.6%	157	11.8%	86	6.5%	1,331	9.8%
SYSTEM TOTALS	122	0.9%	126	0.9%	603	4.4%	200	1.5%	9,833	72.5%	1,488	11.0%	1,187	8.8%	13,559	100.0%

¹ Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

*The current federal category is "Unspecified" reported here as "Reporting More Than One Race/Unspecified"

Source: OUS Institutional Research Services

Appendix 4a

**OUS Full-Time Ranked Instructional Faculty by Racial/Ethnic Group
(2002-03)**

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		CAMPUS TOTALS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Eastern Oregon University	0	0.0%	1	1.1%	2	2.2%	2	2.2%	80	89.9%	2	2.2%	2	2.2%	89	
Oregon Institute of Technology	0	0.0%	1	0.8%	5	4.1%	1	0.8%	113	93.4%	0	0.0%	1	0.8%	121	
Oregon State University	9	1.3%	7	1.0%	49	7.0%	15	2.1%	551	78.2%	38	5.4%	36	5.1%	705	
Portland State University	21	3.7%	5	0.9%	34	5.9%	11	1.9%	425	73.9%	68	11.8%	11	1.9%	575	
Southern Oregon University	1	0.5%	3	1.6%	14	7.4%	4	2.1%	158	84.0%	8	4.3%	0	0.0%	188	
University of Oregon	6	0.9%	4	0.6%	38	5.5%	21	3.0%	564	81.6%	29	4.2%	29	4.2%	691	
Western Oregon University	2	1.3%	1	0.6%	4	2.5%	3	1.9%	141	88.7%	6	3.8%	2	1.3%	159	
SYSTEM TOTALS	39	1.5%	22	0.9%	146	5.8%	57	2.3%	2,032	80.4%	151	6.0%	81	3.2%	2,528	

* The current federal category is "Unknown"; reported here as "Reporting More Than One Race/Unspecified Race."

Source: OUS Institutional Research Services; file run from end-of-October payroll for each year reported.

Appendix 4b
OUS Full-Time Ranked Instructional Faculty by Racial/Ethnic Group
(1997-98)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		CAMPUS TOTALS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Eastern Oregon University	0	0.0%	0	0.0%	0	0.0%	2	2.9%	63	92.6%	3	4.4%	0	0.0%	68	
Oregon Institute of Technology	0	0.0%	1	1.0%	2	2.0%	1	1.0%	96	96.0%	0	0.0%	0	0.0%	100	
Oregon State University	5	0.7%	4	0.5%	45	6.0%	16	2.1%	668	89.7%	4	0.5%	3	0.4%	745	
Portland State University	11	2.4%	4	0.9%	19	4.1%	4	0.9%	345	74.0%	80	17.2%	3	0.6%	466	
Southern Oregon University	0	0.0%	0	0.0%	10	5.9%	6	3.6%	146	86.4%	6	3.6%	1	0.6%	169	
University of Oregon	9	1.4%	5	0.8%	30	4.6%	20	3.1%	575	88.3%	4	0.6%	8	1.2%	651	
Western Oregon University	1	0.6%	1	0.6%	5	3.2%	2	1.3%	142	89.9%	7	4.4%	0	0.0%	158	
SYSTEM TOTALS	26	1.1%	15	0.6%	111	4.7%	51	2.2%	2,035	86.3%	104	4.4%	15	0.6%	2,357	

* The current federal category is "Unknown"; reported here as "Reporting More Than One Race/Unspecified Race."
Source: OUS Institutional Research Services; file run from end-of-October payroll for each year reported.

Appendix 4c
OUS Full-Time Ranked Instructional Faculty by Racial/Ethnic Group
(1992-93)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*		International		CAMPUS TOTALS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Eastern Oregon University	0	0.0%	0	0.0%	0	0.0%	1	1.4%	69	95.8%	2	2.8%	0	0.0%	72	
Oregon Institute of Technology	0	0.0%	0	0.0%	2	1.5%	3	2.2%	130	96.3%	0	0.0%	0	0.0%	135	
Oregon State University	3	0.4%	3	0.4%	35	4.3%	6	0.7%	749	91.8%	3	0.4%	17	2.1%	816	
Portland State University	5	1.2%	2	0.5%	12	2.9%	2	0.5%	325	78.9%	62	15.0%	4	1.0%	412	
Southern Oregon University	0	0.0%	0	0.0%	3	1.7%	5	2.8%	168	93.3%	2	1.1%	2	1.1%	180	
University of Oregon	7	1.1%	1	0.2%	20	3.1%	14	2.2%	589	91.3%	5	0.8%	9	1.4%	645	
Western Oregon University	0	0.0%	1	0.6%	1	0.6%	0	0.0%	148	94.3%	6	3.8%	1	0.6%	157	
SYSTEM TOTALS	15	0.6%	7	0.3%	73	3.0%	31	1.3%	2,178	90.1%	80	3.3%	33	1.4%	2,417	

* The current federal category of "Unknown" is reported for other years as "Reporting More Than One Race/Unspecified Race." These data are unavailable for fall 1992.

Source: OUS Institutional Research Services; file run from end-of-October payroll for each year reported.



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